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ABSTRACT

There appears to be much misunderstanding about the need for guidance at the beginning levels of education and especially the role of the professional counselor in elementary schools. Career development cannot be left to chance. Career guidance should be the concern of all persons who have any association with children. In the school this means that guidance, instruction, and administration are three phases of an integrated educational effort. Guidance services include: (1) child study, (2) counseling, (3) orientation to the worlds of work and education, (4) coordination of home and community contacts, (5) identification of children with special needs and talents, and (6) coordination of various special services. Emphasis in this paper is given to guidance as a staff-wide concern in elementary schools and to the belief that a guidance program is most likely to come about if there is a professional counselor on the staff. Included in the paper are listings of resource materials to assist the elementary school counselor. A discussion of direct work experiences for elementary school children to make career education more meaningful concludes the paper. (MF)

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CAREER EDUCATION: GUIDANCE IN THE ELEMENTARY SCHOOL

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CAREER EDUCATION: GUIDANCE IN THE ELEMENTARY SCHOOL

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INTRODUCTION

The beginnings of vocational guidance in elementary schools were strongly geared to the needs of youngsters who were leaving school at the end of, or before completing, their basic schooling. In 1910, a New York budget exhibit contained this article:

> Directing young boys and girls into careers most useful to themselves and to the community is second in importance only to school training.
>
> Such direction requires continuous study of the needs of the community and an intimate knowledge of the capacity of the pupils.
>
> To secure this direction there must be a bureau to cooperate with the teachers in the public schools (Bloomfield, 1911:73).

Over a decade later, McCracken (1922) was engaged by the Cincinnati public schools to conduct a study of the vocational destinations and problems of children in the city's elementary schools. The emphasis in this study, and in the book this study motivated McCracken and Lamb (1923) to prepare, was upon the special and crucial needs of young people who, at the average age of 14, were seeking to enter the labor market.

These two examples are cited to emphasize two points. The first point is that the idea of providing the education and guidance needed by elementary school children if they are to be ready later to make vocational decisions is far from a brand-new idea. The concern has been with us a long time; however, as McCracken once told this writer, this idea in the 1920's was ahead of its day. Second, while the early concern for vocational guidance in the elementary school was stimulated especially by the needs of early school leavers, today compulsory education forces the schools to be concerned for the career development of all children in a highly complex world.

DEVELOPMENTAL BASIS OF CAREER EDUCATION

If the career development research movement of the past two decades has taught anything, it is that career development starts in early childhood and continues throughout life. This early beginning of career development is the theoretical base upon which practical career education efforts must be founded. Below is a brief summary of research in this area. For a more in-depth development of such research, see Hill and Luckey (1969), Herr and Cramer (1972), and Osipow, et al. (1968).

Such research confirms the fact that the general processes of growing up are shot through with many developments that have occupational and career significance. In other words, career development is an intimate aspect of these processes, inseparable from general child development. Career education cannot be seen as a separate, distinct phase of education but must be organized as an integral aspect of the general education of the child.

The growing clarification of the self-concept, accompanied as it is with the development of many attitudes toward work and values regarding work in one's life, is central to career development, and thus to career education. The old idea that the main purpose is to inform the youngster about the world of work is grossly inadequate when we consider the complicated and personal character of these career development processes. So, career education must be suffused with many efforts to tie a growing understanding of work life with a growing understanding of self and what one wants from life.

The child, in all aspects of his development, but especially in his career development, is profoundly influenced by the impact of adult models. Adult worker models are especially important. Many children find these in their parents, but many children do not. Therefore, the school must systematically seek to provide such models by turning to the community for assistance.

Perhaps the most obvious characteristic of today's and tomorrow's career life for most people is change. When we talk about "career" education, we cannot afford to see this

in the former manner as a life career, but as a changing, fluid, developmental process which extends throughout life for most workers. Over a decade ago, Diebold (1962) pointed out that planning for change would be one of the most important needs in the future. The past decade has validated his comment. Career education, especially the guidance component of such a program, must help each child learn the significance of change, the willingness to face change realistically, and the skills needed to adapt to change.

The determinative role of the parent in career development has been shown repeatedly to be such that educators cannot plan an effective career education program without first improving home-school relationships. We have already noted how important parents can be as adult work models, but even more importantly, the whole process of happy, successful adjustment to the school is rooted in parental understanding, positive reinforcement, and cooperation in this process of mutual planning and educating. School personnel often are faced with the responsibility of invoking positive attitudes toward the school environment in both parents and children. This frequently is a result of parents recalling bad experiences from their own schooldays or parent-teacher meetings, which are then reflected in their children's attitudes toward school.

Career development research and the observation of school practice emphasize that the above generalizations cannot be left to chance, but that the career education program in the school requires expert leadership and firm administrative and staff-wide cooperation. Most elementary educators have little formal acquaintance with the findings of development research and are not automatically inclined to accept the idea of career education in their schools. Many of them see career development as primarily limited to the period of adolescence, and as an episodic matter of career choice. It takes considerable, skillful reeducation of staff to lay the base for a sound program in their attitudes. Staff development programs are needed, specifically aimed at the attainment of full staff support for the concept of career education. The explosion of knowledge on all fronts has left many elementary school teachers and administrators in a state of mind that might, at best, be called "automatic reluctance": reluctance to accept the introduction of any new emphasis in the instructional and special service aspects of school life. These educators will have to be "sold" on career education.

Finally, if career development research tells us what we maintain it does, there can be no significant barriers between the school and the community. Realistic education about work requires that children begin learning about work life and workers early in their school careers. This means taking children into the community's work areas and bringing workers into the schools as cooperative educators of children in their career development. It might be noted that this emphasis has been found to be one of the finest ways in which to enrich, and make meaningful, the "regular" curriculum of the school. It is a perfect example of what Dewey (1913) many years ago said was the necessary basis for sound motivation and interest.

Career development is a lifelong process and thus one that demands the best efforts of all concerned to coordinate pre-school, elementary, secondary, and post-secondary school efforts. Educators cannot expect the best results from career education or the guidance components of this education unless pre-school, elementary and secondary school, and adult guidance are properly coordinated. Unfortunately, this has not always been done. Highly critical comments concerning the lack of coordination appeared in the sixth report of the National Advisory Council on Vocational Education (1972). To this writer, they seem to be far easier to document than some of the sweeping blasts at school and community guidance contained in the report!

MEANING AND PURPOSE OF GUIDANCE IN ELEMENTARY SCHOOLS

Not only is there need for better coordination between the various levels of education in terms of career guidance, but in many instances guidance is entirely lacking at the pre-school and elementary school level. There appears to be much misunderstanding concerning the need for guidance at the beginning levels of education, especially the role of the professional counselor in elementary schools.

Basically, guidance is a threefold affair: It is an idea, a concern, and a program of services. The idea and the concern should be, and typically are, the "property" of

all educators--be they school teachers, administrators, counselors, parents or people in the community who have any association with children. The idea is the familiar one that each child is a unique person, individual in his makeup and in his life style. The concern is the emotionally tinged ideal which says "Every one of these children is important to me, regardless of how unattractive or how unpromising they may seem." In a school this means that guidance, instruction and administration are truly three intimate phases of what we hope can be a well-integrated educational effort.

Guidance Services

The guidance program is usually delineated as a set of services, though we know that breaking up any complex activity into parts is primarily for elucidation and in practice the program must be well-coordinated. Guidance services include:

1) Child study, the planned and organized effort of the school staff to help each child come to a better understanding of himself--which usually will result in the staff and parents growing in their understanding of the child.

2) Counseling, both individually and in small groups, involves personal give-and-take with a trained adult. This communication helps youngsters solve their problems, grow in decision-making skills, and learn how to make the most feasible plans for their futures.

3) Orientation to the world of work and to the world of education, accomplished through a variety of means. In the elementary school it is primarily an instructional effort, now commonly called "career education." Career education is categorized as a "guidance service" in many elementary schools because it is the professional counselor who has the inclination and the skills necessary to prompt this effort and provide the assistance teachers and staff need.

4) Coordination of home and community contacts, meaning that not only the professional counselor will be involved, but that all school staff need to exert leadership, allot time, and venture into the homes and community on behalf of career education.

5) Identification of children with special needs and special talents at the earliest possible time. Educational research and experiences validate the fact that the earlier a handicap is eliminated or a talent stimulated, the better are the chances for the child's success. Most schools need to provide the staff with information about each child making early handicap identification possible.

6) Coordination of the various special services provided by the schools, bringing them to bear upon the child in a unified, productive way. Social, psychological, special education, and guidance services are too often looked upon as independent, separate programs. These services need to be coordinated by a counselor, identified with one specific location, who has the best chance of affecting this badly needed integration of efforts.

Student Guidance Goals

To what end do we propose that guidance services be provided in the elementary school? This question is best answered if we list the kinds of learning goals which, in our opinion, constitute the real fundamentals of elementary education. This does not minimize the significance of the traditional fundamentals, but maximizes the importance of the learnings which make the most difference in human existence and make both the achievement of the important fundamentals (the three R's) and their effective use in real life. What are these goals we call "guidance learnings"? Each child needs to mature in:

1) Self-understanding and a sense of responsibility for himself. This ability is, of course, a lifelong quest. The attitude of social concern which turns one's abilities into productive achievement is the necessary consequence of self-understanding.

2) Understanding the world of work and the world of education, and the relationship between one's behavior in the latter and one's destination in the former. These understandings, accompanied as they always are by a host of attitudes that tinge them

with emotive force, are so important in today's complex world that we list them as a separate and distinctive outcome of the child's total education.

3) The ability to make decisions and solve one's problems. This should combine a blend of tough self-reliance with realistic willingness to know where help can be sought and the attitude that permits one to seek assistance.

4) Understanding of human relationships and constant growth in one's abilities to live in peace and understanding with others. This key learning permeates both eht whole gamut of today's interdependent social relationships and one's on-the-job requirements.

5) Growth in a sense of values and fund of ideals. These constitute the goals toward which a productive and satisfying life moves. Without these the child grows into a self-seeking, socially unproductive person.

If these five goals sound idealistic, it is because sound educational goals should be such. These are the goals of good elementary education, not just of the guidance program. But these are the ends, in terms of pupil learnings, which the guidance emphasis especially seeks to keep uppermost in the minds of the staff and in the school program. For an indepth discussion, see Hill and Luckey, (1969:11-18.)

STAFFING THE GUIDANCE PROGRAM

Emphasis in this paper has been on guidance as a staff-wide concern in schools. Of equal concern is the belief that a guidance program in elementary schools is most apt to eventuate if there is a professional counselor on the staff of each school. The writer recently spent an academic year visiting elementary schools in over half of the states, and this conclusion emerged about as strongly as any reached. It is axiomatic in educational practice that we get what we

go after; or, to put it more negatively, we usually don't do too good a job when we leave a particular goal or achievement to chance.

Therefore, the counselor in the school's total guidance program is viewed as a basic necessity, especially in career education efforts. The role of the guidance counselor is to serve as a resource person in:

1) The identification, evaluation and use of materials of instruction in career education.

2) Staff consultation and relations with community resources and community personnel. This is especially important in the identification and use of workers to be observed, and met.

3) Small and whole-class group work with children. If career education is done well, many special questions will arise for which the counselor can provide group-process skills of great value to teacher and children.

4) Child study and individual counseling. The closer the content of the classroom gets to real life, and this is one of the chief qualities of career education content, the more apt are individual children to be stimulated to feel the need to talk with someone personally about questions of a highly individualistic nature.

5) Home and family relationships. Here one of the counselor's great assets is that of mobility, the ability to pick up and leave the school and go to the home and community agencies which assist the home. In addition, a well prepared counselor has had supervised experience in parent consultation and will be skilled in working with school social workers. Hill and Luckey (1969: Chapter 4) provide a detailed elaboration.

The elementary counselor is a relatively new staff member of most of the schools. While some school systems have used elementary counselors for several decades, they are the exception. Hence, it will be especially important that staff

orientation to the work of the elementary counselor be provided before he joins the staff. Ideally, the counselor joins an elementary school staff upon invitation of a majority of the instructional and administrative personnel.

It is also most important that counselors be recruited from training institutions which understand the significance of career education and include proper preparation for their roles in this phase of the school's program. Career education counselors should have work experiences in several aspects of business, industrial and service areas. They will also have training in the identification, evaluation and use of instructional resources for career education.

THE QUALITY OF SCHOOLING

In a day in which many question the viability of public schooling, it is highly desirable that all who still believe in its efficacy give the sharpest possible attention to the quality of its process. This is essential if we are to meet the increasing demands for accountability.

Career education must be planned and conducted with keen attention to the qualities of the best instructional and guidance efforts. The following essentials of career education are directed toward the whole process of career education.

The first essential of career education is that it must be conducted to give the child an increasing and convincing sense of control over his own development. Complete control is not suggested, but rather the child needs a real feeling of having something to say about the way his life and education are progressing. This fundamental feeling of self-control is absolutely necessary for any educational experience to be relevant and meaningful to the child. The child must be considered a true and honored partner in career education, not just the recipient of career education. Throughout his formal education, the child must be guided through real home and everyday life experiences. The child will benefit from discussions of these experiences and his opinion should be treated with respect and openness. The same principle applies in career education relations with parents. Gordon (1920:210) views this guidance aspect as "...movement toward more sense of control over one's destiny."

The second essential of good schooling for career education lies in the composition of the persons who deal with the children. There is a basic need for teachers, counselors, supervisors, principals and others who really believe in career education and exemplify this belief by the nature of their own experience and training. No educator can be "with it" in all areas of occupational life, but each should have as broad a background of occupational experience as possible. Teachers should also be constant learners in cooperation with the children. Career education can be seen as being as much for the benefit of teachers, counselors and principals as it is for the children. Teachers sometimes learn more from field trips and worker-consultations than do the children and as a result become better teachers.

The third essential relates to the way in which curriculum change comes about in a school. Curriculum development needs the involvement of educators, parents, workers, professionals, business persons, community service personnel, government officials and many others. This is applied to all aspects of the curriculum because career education must permeate every subject if it is to have full meaning for children. Counselors will benefit greatly from active participation on curriculum committees.

THE GUIDANCE PROFESSION AS A CAREER EDUCATION RESOURCE

The major professional organizations to which many counselors belong have prepared several resource guides to assist the career educator. The resource guides described here have come from the American Personnel and Guidance Association (APGA), 1607 New Hampshire, NW, Washington, DC 20009.

ACES-ASCA Committee on the Elementary School Counselor. The Elementary School Counselor in Today's Schools. Washington, DC: ACES-ASCA Committee on the Elementary School Counselor, American Personnel and Guidance Association. 1969.

This small folder would be an excellent item to have in quantity in any school. It is easily read; appropriate to educational professionals and community personnel.

Byrn, Delmont K. Career Decisions. Washington, DC: American Personnel and Guidance Association. 1969.

This booklet concerns a period of career education just beyond that discussed in this paper. It is an invaluable guide to the elementary school staff in anticipating what their schools should be doing to help prepare youngsters for the desision-making period.

Commission on Vocational Materials for Elementary Schools. Assisting Vocational Development in the Elementary School. Washington, DC: Commission on Vocational Materials for Elementary Schools, American Personnel and Guidance Association. 1969.

This small booklet is packed with good ideas related to both roles and contributions of various staff members and contains typical career development activities for different grade levels.

Knapp, Dale L., and Bedford, James H. The Parent's Role in Career Development. Washington, DC: American Personnel and Guidance Association. 1967.

This booklet would be of great value in parent orientation to the career education program, and equally important for the school staff to review as they seek closer home-school relations in career education.

National Vocational Guidance Association. Vocational Guidance Quarterly. Washington, DC: National Vocational Guidance Association, American Personnel and Guidance Association. 1952 to present.

This APGA journal is especially devoted to career matters. Membership in the National Vocational Guidance Association, a division of APGA, automatically includes receipt of this valuable journal.

In addition to these materials from APGA, local school personnel should be alert to similar aids issued in many states by state branches of the APGA and state counselors' associations. The easiest way to identify these materials is through the guidance division and career education departments of the state department of education.

RESOURCES FOR GUIDANCE IN CAREER EDUCATION

In such a brief paper, consideration of resources must necessarily be limited. The aim here is to present a broad concept of what the word "resources" really means in career education and to provide a few examples on different types of resources. It is most important to have someone of the school staff who is thoroughly prepared in the skills of resource identification and use, and holds a point of view which sees the whole gamut of potentially useful materials, people, settings, and experiences.

Resource People

People are the most important teaching and guidance resource that the school can utilize in career education. These people are workers: men and women employed in business, industry, service occupations, professions, entertainment, education, health services and a multitude of other persons working in our complex society. Past experience has shown that personal acquaintance between child and worker is one of the most stimulating means of arousing real interest in and continued learning about careers. For example, a school may begin with the idea that field trips to industry will help the child get a better understanding and appreciation of what workers do. Such field trips are fine; but their main emphasis must be upon personal contact, not just observation. This personal contact is not adequate if limited to on-the-job visits. In-school conversations between worker and children are also needed; thus workers should be invited to visit the school. It is important that a child who evidences special interest in the work of an employee has the opportunity to visit with that worker individually. In short, the worker as a resource person serves as an active partner in the processes of career education. This process is not easy to manage, but the counselor can be of great help as the liason person between workers and school.

Some of the workers in the community, because of their speaking skills, interest, and mobility, can also serve in special capacities in career conferences at the school, in arranging special career conferences in a plant or office,

or in consultative work with teachers and counselors in planning and evaluating their career education efforts. For example, a personnel manager responsible for maintaining a staff of over 12,000 workers developed a keen interest in career education. As a result, he has turned resources of his business into the support of local school activities, spoken at many career conferences, and given invaluable suggestions to the school staff as they plan and carry out their program. He has been of special help in stimulating interest in racially mixed schools because, as a black person, he represents to black youngsters "one who has made it." He also encourages other young minority workers to talk with and visit students to provide additional work models.

The management of a worker-resource program takes much time an ingenuity. Paraprofessional aides drawn from people who have lived for some time in the school's community are of great help, especially in inner-city schools. These persons are particularly helpful in making personal contacts since they often know many people in the area and are more readily accepted by them than are school staff. Parents are both useful and interested in the arrangement of field trips (Harris, 1971; Brickell, et al., 1971; Institute for Educational Development, 1970.) After accompanying pupils on a field trip, one group of parents requested field trips for their own education. Trips were arranged and proved highly successful. This illustrates the relationship which can be achieved with career education for children and for adults.

Audio-Visual Materials

Examples of work activities and settings not easily available to students can often be obtained through use of films, slides, filmstrips, records, illustrations and other audio-visual materials. Norris (1963) provides a listing and source guide for occupation-related films, filmstrips, songs and recordings for elementary level students. More recent materials are referenced in the "World of Work Program, Grades K-6" of Ohio's Continuum Program. The complete volume, World of Work Career Motivation (Ohio State Department of Education, 1972), serves as a systematic guide to a total career education program in elementary schools. Other states have produced similar guides. A very good reference, suggesting many audio-visual materials, was developed by the Hawaii State Department of Education (1971).

Published Resource Materials

In the past, schools have relied most heavily on printed materials. It is perhaps for this reason that such a wealth of printed materials exists for career education. A selection of such sources is included here.

State guide books, such as Hawaii's (Hawaii State Department of Education, 1971) and Ohio's (Ohio State Department of Education, 1972), provide ready references. In addition to audio-visual materials, Norris (1963) includes sources of printed materials. Hill and Luckey (1969) also provide extended lists of printed and audio-visual materials.

Each issue of The Vocational Guidance Quarterly (National Vocational Guidance Association, 1952 to present) contains a carefully evaluated selection of current career education literature. These issues are assembled annually into one volume.

Commercially prepared materials can be sought in instances where the state department does not supply a resource list. These commercial sources can be identified through guidance catalog collections which are generally available from school counselors or guidance supervisors.

Encyclopedias, such as The Book of Knowledge, Compton's Pictural Encyclopedia, The World Book Encyclopedia, and Brittanica Junior Encyclopedia, frequently include a section on career choice. Childcraft - The How and Why Library (Field Enterprises Education Corporation, 1972) devotes a complete volume to What People Do, which is wide-ranged in its information on occupational selections. An excellent resource produced by the American Library Association is Vocations in Biography and Fiction: An Annotated List of Books for Young People (Haebich, 1962).

Because of the massive amount of both printed and audio-visual career education material, much time and effort must be devoted to the selection of relevant materials by each school or school system. An elementary school counselor is in an excellent position to handle this responsibility. Cooperation among the counselor, librarian, teaching staff and elementary supervisor can result in an excellent, individualized program of career education.

Computer Usage in Career Education

The use of the computer for career information storage and retrieval has been developing rapidly, especially in middle schools and high schools. Elementary schools located in a district having such a facility should explore its potential use for their students.

The counselor and instructional supervisors should have modest familiarity with computer usage. The pooling of counselor, supervisor, librarian, and teacher skills should eventuate in effective use of computer materials for younger children.

Listed below are some resource materials developed by guidance persons for computer usage.

Cramer, Stanley H., et al. Research and the School Counselor. Boston: Houghton Mifflin. 1970.
Chapter 12 offers a good introduction to data processing methods.

Educational Technology Publications. A Guide to Educational Technology in 1972. Englewood Cliffs, NJ: Educational Technology Publications. 1972.
This resource list has hundreds of publications concerning every aspect of computer usage in schools. The emphasis is upon the practical instructional use of new technological devices.

Gallagher, James J., ed. "Computer-Based Vocational Guidance Systems." Papers presented at the Symposium for Systems under Development for Vocational Guidance (4th, Palo Alto, California, March 1968). Washington, DC: Division of Vocational and Technical Education, Office of Education, U.S. Department of Health, Education and Welfare. 1969. 178 pp. ED 034 408 MF $0.65 HC not available from EDRS. Available from the Government Printing Office, Catalog No. FS5.225:25053, $1.25.
Theory and problems are discussed, followed by a description of 10 systems in operation, or under development.

Havens, Robert I., ed. "Technology in Guidance." Personnel and Guidance Journal. Vol. 49, No.3 (November, 1970), entire issue.

This special issue is devoted primarily to explaining the application of computers in guidance and should prove to be very useful.

Hill, George E. Management and Improvement of Guidance. New York: Appleton-Century-Crofts. 1965.

Chapter 10, entitled "Computer Assistance in Guidance," treats the theory, applications and problems of computer usage. Several systems are described.

Lipsitz, Lawrence, ed. Educational Technology. Englewood Cliffs, NJ: Educational Technology Publications, Inc. Monthly. 1961 to present.

This journal, devoted exclusively to technological applications in education, is an excellent current source of new ideas and applications, many of which are useful for career education.

Oettinger, Anthony G., and Marks, Sema. Run, Computer, Run; The Mythology of Educational Innovation. Cambridge, MA: Harvard University Press. 1969. 302 pp. ED 031 948, document not available from EDRS.

This book strives almost too hard to debunk computer usage, but is an excellent source to help one balance off the enthusiastic and equally hard to believe claims for computer usage.

Perrone, Philip A., and Thrush, Randolph S. "Vocational Information Processing Systems: A Survey." Vocational Guidance Quarterly. Vol. 17, No. 4 (June, 1969), 255-266.

This article gives brief useful information on nearly 20 systems, over half of which use the computer in one way or another. Several of these are also described in the U.S. Office of Education bulletin on "Computer-Based Vocational Guidance System" (see above).

Pruitt, Robert E., et al. The Career Information Center; A Working Model. Boston, MA: Career Information Center, Northeastern University. 1969. 47 pp. ED 037 772 MF $0.65 HC not available from EDRS. Available from the Government Printing Office, Catalog No. FS5.226:26016, $0.30.

This report does not cover computer usage; however, it clearly describes the many aspects of providing career information. It would be very useful in studying the uses of computer systems.

It is time for educators to allay their suspicions regarding the approach of technology in the school system. Used properly, technological methods incorporate rather than eliminate the human aspect. School or district personnel should jointly introduce themselves to the concept and operation of computers and other technological devices currently in use. Such first-hand observation will reassure educators as well as educate them in the new techniques.

Work Experience

Work experience is one of the most important and about the most difficult of the aspects of career education to provide for elementary school children. Schools of the Soviet Union are believed to have done a better job with elementary education work experience than have American schools.

Career education, even in the lower grades, can be greatly enriched and made much more meaningful to the child if he learns about the nature of work through direct work experiences that make sense while also making a contribution. In the elementary school, most of these jobs will not be for pay. They will be jobs in the home, the school, and the community which a child can manage, and which make a useful contribution to the employing agency. If a school is to pursue this approach, several elements are needed.

First, a constant search for work stations in and out of the school must be maintained. One of the best guides to this is found in a book issued over two decades ago (Preston, 1950). More recently, Hill and Luckey (1969) have dealt with the same subject and have established a list of guidelines for the work experience program in elementary schools.

Second, a systematic in-service education program to convince teachers and parents that their children need work experience is necessary.

Third, an organized program for job application, placement and supervision should be set up. This includes providing

children with all the elements of realistic work experiences. Through the Detroit Developmental Career Guidance Project (Leonard, et al., 1968), children have shown that they can enter a down-to-earth program entailing all the elements inherent in the adult world of work with great enthusiasm.

Fourth, the elementary school work experience programs must be carefully coordinated with the work-study programs of the high schools. Each program should reflect the same concern for sound career education at all school levels.

Finally, the staff will need to involve themselves in providing their own work experience program, an essential condition for proper growth in staff attitude and know-how.

CONCLUSION

This is not a summary of the paper but a final plea for increased emphasis of guidance in elementary school career education. We have sought to stress that the elementary guidance component of career education should be seen as a well-coordinated, contributory aspect of the career education total program. We have also tried to emphasize that career education should be integrated into the entire school instructional program.

This is not just a plea for harmony and mutual aid, it is a plea for one of the most important principles of an effective learning situation--that it hangs together, that its parts make sense to children, and that what happens in the child's learnings tie together in a meaningful and acceptable experience.

There is no place for seeking power, establishing lines of "ownership," or trying to protect some special interest if career education is to make a vital and necessary contribution to the child's development.

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DESCRIPTORS - *Career Education; Elementary School Students; Occupational Guidance; *Vocational Development; Educational Coordination; *Guidance Services; *Elementary School Counselors; *Elementary School Guidance; Resource Materials.

ABSTRACT - There appears to be much misunderstanding about the need for guidance at the beginning levels of education and especially the role of the professional counselor in elementary schools. Career development cannot be left to chance. Career guidance should be the concern of all persons who have any association with children. In the school this means that guidance, instruction, and administration are three phases of an integrated educational effort. Guidance services include: (1) child study, (2) counseling, (3) orientation to the worlds of work and education, (4) coordination of home and community contacts, (5) identification of children with special needs and talents, and (6) coordination of various special services. Emphasis in this paper is given to guidance as a staff-wide concern in elementary schools and to the belief that a guidance program is most likely to come about if there is a professional counselor in the staff. Included in the paper are listings of resource materials to assist the elementary school counselor. A discussion of direct work experiences for elementary school children to make career education more meaningful concludes the paper. (MF)